



# **Title I Directors/Coordinators Meeting**

March 10, 2004  
Holiday Inn Grand  
Billings, MT

Linda McCulloch, Superintendent  
Office of Public Instruction



# Today's Agenda

◆ 8:30	Topic I	◆ 12:30	LUNCH & Topic VII
◆ 9:00	Topic II	◆ 1:00	Topic VIII
◆ 9:30	Topic III	◆ 1:30	Topic IX
◆ 10:00	BREAK	◆ 2:00	Topic X
◆ 10:15	Topic IV	◆ 2:30	BREAK
◆ 10:45	Topic V	◆ 2:45	Topic XI
◆ 11:15	Topic VI	◆ 3:15	Topic XII
◆ 11:45	Q & A	◆ 3:45	Topic XIII
◆ 12:00	LUNCH	◆ 4:15	Q & A



# OPI Title I Staff

- ◆ Office phone: 406-444-5660
- ◆ BJ Granbery, State Title I Director
  - Gwen Smith, Program Assistant
  - Pat Dawes, Program Accountant
- ◆ Ron Lukenbill, Title I Specialist
- ◆ Joan Morris, Title I Specialist
- ◆ Terry Teichrow, Title I Specialist



# Topic I

## District Allocation Information

No Child Left Behind Act of 2001



## Data elements to be used in SY 2004-05 allocations

- ◆ Income year 2000 census estimates
- ◆ Up-dated SY 2001-02 SPPE data
- ◆ Data on N or D children, foster children, and children in families above poverty receiving TANF assistance



## Factors that affect preliminary 2004-05 allocations

- ◆ Census data
- ◆ State per-pupil expenditures
- ◆ Amount appropriated (less of an increase this year)
- ◆ Hold-harmless guarantee
- ◆ Small state minimum



## Census data

- ◆ ED switched from 1999 to 2000 census data
- ◆ No. of poor children decreased between 1999 and 2000;
- ◆ In addition to census poor children, formula includes annually collected data on children in local neglected or delinquent institutions, foster homes,





## Census data (cont.)

and families above poverty receiving Temporary Assistance to Needy Families (TANF) assistance. Non-census children account for about 4% of total count of formula children

- ◆ At LEA level, increase or decrease of formula children not only in absolute terms but relative to other districts across the country affects individual district allocations;





## State per-pupil expenditure data

- ◆ Factor changes yearly and is a proxy for the cost of education in each state
- ◆ The formula adjusts each school district's formula number to account for the state's per pupil expenditure (SPPE)
- ◆ For school year 2004-05 allocations, will use SPPE data from 2001-02



## 4 types of grants in allocation

- ◆ Basic Grants
- ◆ Concentration Grants
- ◆ Education Finance Incentive Grants (EFIG)
- ◆ Targeted Grants



# Hold-harmless guarantee

- ◆ All four formulas provide for a variable hold-harmless guarantee for each LEA of 85, 90, and 95 percent of their previous year's allocation;
- ◆ The hold-harmless percentage depends on the formula child rate of each LEA;



## Hold-harmless guarantee (cont.)

- ◆ For basic, targeted, and EFIG, an LEA must meet the eligibility criteria in order for hold-harmless protection to apply;
- ◆ For concentration grants, the hold-harmless provision applies to an LEA for four years even if it no longer meets the eligibility criteria.



# Topic II

## Report Cards and Parent's Right to Know

No Child Left Behind Act of 2001

Section 1111

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# Annual State Report Card

## ◆ Will Include:

- ♣ Disaggregated student achievement results by performance level
- ♣ Comparison between annual objectives and actual performance for each student group
- ♣ Percent of students not tested, disaggregated
- ♣ 2-year trend data by subject, by grade tested
- ♣ Data on other indicators used to determine AYP



## Annual State Report Card (cont.)

- ♣ Graduation rates
- ♣ Performance of districts making AYP, including the number and names of schools identified for school improvement
- ♣ Professional qualifications of teachers, percent with provisional credentials, percent of classes not taught by highly qualified teachers including comparison between high- and low-poverty schools
- ♣ Optional information provided by the state





# Local Report Cards

- ◆ Must contain all of the same components as the State Report Card as applied to the district and each school in the district.
- ◆ For a district: the number and percentage of schools identified for improvement and how long they've been identified.
- ◆ How students in the district achieved on the statewide assessment compared to students in the state as a whole.



## Local Report Cards (cont.)

- ◆ School report cards must indicate whether the school has been identified for improvement and
- ◆ Information that shows how the school's students achieved on the statewide assessment and other indicators compared to other students in the district and the state.



# Dissemination of Results

- ◆ States might post on website, make copies available in local schools, libraries, parent centers, community centers, or other public locations
- ◆ Districts must disseminate to all schools in the district, all parents of students attending those schools, the community through public means such as website, libraries, etc.



# Parent's Right to Know

- ◆ At the beginning of each school year the district shall:
  - ♣ Notify parents they can request information
  - ♣ Provide requested information (in a timely manner)
  - ♣ Notify parents of the professional qualifications of their children's classroom teachers:
    - └ “That a teacher is licensed and properly endorsed for all areas of the teaching assignment”



## Parent's Right to Know (cont.)

- ‖ Whether the teacher is teaching under waiver, emergency, or provisional status
- ‖ The degree major, graduate degree, and field of discipline of the teacher
- ‖ Notify parents if the student is served by a paraprofessional

### ♣ Provide Additional Information:

- ‖ Level of achievement of the parent's child in each required assessment
- ‖ Timely notice that a child has been taught for four or more consecutive weeks by a teacher that is not highly qualified



## Parent's Right to Know (cont.)

### ◆ Notice and Information Format

- ♣ Shall be understandable and in a uniform format

- ♣ Shall be in language parents can understand



# Parent's Right to Know (cont.)

## ◆ Other

♣ **Privacy** - Information shall be disseminated in a manner that protects the privacy of the individual

♣ **Special Rule – Bureau Funded Schools**





# Topic III

## Local Educational Agency Plans

No Child Left Behind Act of 2001

Section 1112

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# LEA Application

- ◆ Federal Consolidated Application for funds
  - ♣ Title I Part A
  - ♣ Title II Part A
  - ♣ Title II Part D
  - ♣ Title IV Part A
  - ♣ Title V Part A
  - ♣ Title VI Part B Subpart 2



## LEA Plans

- ◆ New electronic application process will be used this year.
- ◆ Application will be an Adobe PDF document.
- ◆ District authorized representative will access document from OPI Web site folder.
- ◆ District authorized representative will send completed document to OPI website folder.



## LEA Plans (cont.)

- ◆ OPI program specialists will check-in each application.
- ◆ OPI title specialists will review each application and inform the district authorized representative of the status of the application, additional information needed, or that the application is complete.



# FCA Training Workshops

- ◆ **April 23**            Video Workshops
  - ♣ **METNET and VisionNet sites**
- ◆ **April 27**            Onsite Workshop
  - ♣ **Miles City Country Club**
- ◆ **April 30**            Onsite Workshop
  - ♣ **Great Falls Hampton Inn**
- ◆ **May 3**                Onsite Workshop
  - ♣ **Missoula Ruby's Inn**



# LEA Title I Plan

- ◆ Each LEA plan shall include:
  - ♣ A description of any high-quality student academic assessments the district will use in addition to state assessments to determine the success of children served in Title I programs:



## LEA Title I Plan (cont.)

- ‖ To provide information to teachers, parents, and students on the progress being made toward meeting state academic standards;
- ‖ To assist in diagnosis, teaching, and learning in the classroom that best enable low-achieving children served in Title I programs meet state standards;





## LEA Title I Plan (cont.)

- ‖ To determine what revisions are needed to Title I projects so that children meet state standards; and
- ‖ To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.



## LEA Title I Plan (cont.)

- ♣ A description of any other indicators (at the LEAs discretion) that will be used in addition to those described above.
- ♣ A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the state's challenging academic standards.



## LEA Title I Plan (cont.)

- ♣ A description of the strategy the LEA will use to coordinate programs under Title I Part A with programs under Title II to provide professional development for teachers and principals, and, if appropriate, other staff, in accordance with Sections 1118 and 1119.



# LEA Title I Plan (cont.)

- ♣ A description of how the LEA will coordinate and integrate services provided under Title I Part A with other educational services, such as:
  - └ Even Start, Head Start, Reading First,
  - └ Services for children with limited English proficiency, children with disabilities, migratory children, N or D children, Indian children served under Title VII Part A, homeless children, and immigrant children.



## LEA Title I Plan (cont.)

- ♣ An assurance that the LEA will participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics.
- ♣ A description of the poverty criteria that will be used to select school attendance areas.



## LEA Title I Plan (cont.)

- ♣ A description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools, will identify the eligible children most in need of services.
- ♣ A general description of the nature of the targeted assistance and schoolwide programs to be conducted by the LEA.



## LEA Title I Plan (cont.)

- ♣ A description of how the LEA will ensure that migratory children are selected to receive services.
- ♣ If appropriate, a description of how the LEA will use funds to support preschool programs.
- ♣ A description of the actions the LEA will take to assist its low-achieving schools identified in need of improvement.





## LEA Title I Plan (cont.)

- ♣ A description of the actions the LEA will take to implement public school choice and supplemental services, consistent with Section 1116, School Improvement.
- ♣ A description of how the LEA will meet the requirements of Section 1119, Highly Qualified Teachers and Paraprofessionals.



## LEA Title I Plan (cont.)

- ♣ A description of the services the LEA will provide homeless children.
- ♣ A description of the strategy the LEA will use to implement effective parental involvement under Section 1118, Parental Involvement.



## LEA Title I Plan (cont.)

- ♣ Where appropriate, a description of how the LEA will use funds to support before school, after school, summer school, and school year extension programs.



# Topic IV

## Eligible School Attendance Areas

No Child Left Behind Act of 2001

Section 1113

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# School Selection Requirements

- ◆ An LEA must rank all of its school attendance areas (the geographic area from which a public school draws its children) according to their percent of poverty.
- ◆ An LEA must use the same measure of poverty for:
  - ♣ Identifying eligible school attendance areas.
  - ♣ Determining the ranking of each area.
  - ♣ Determining the allocation for each area.



## Requirements (cont.)

- ◆ The LEA must select a poverty measure from the following options:
  - ♣ Children ages 5-17 in poverty as counted in the most recent census data approved by the Secretary.
  - ♣ Children eligible for free and reduced-priced lunches under the Richard B. Russell National School Lunch Act.
  - ♣ Children in families receiving assistance under the state program funded under Title IV, Part A of the Social Security Act (Temporary Assistance for Needy Families).



## Requirements (cont.)

- ♣ Children eligible to receive medical assistance under the Medicaid program.
- ♣ A composite of any of the above measures.
- ◆ An LEA must rank school attendance areas based on the percentage (not the number) of low-income children counted.





## Requirements (cont.)

- ◆ After an LEA has ranked all its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its areas above 75 percent poverty, including any middle schools or high schools.



## Requirements (cont.)

- ◆ Only after an LEA has served all of its areas with a poverty rate above 75 percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings.
- ◆ The same district-wide poverty average must be used if the LEA selects option (1).



## Requirements (cont.)

- ◆ For ranking by grade span groupings, the LEA may use (1) the district-wide poverty average or (2) the district-wide grade span poverty averages for the relevant grade span grouping.
- ◆ If an LEA has no school attendance areas above 75 percent poverty, the LEA may rank district-wide or by grade span groupings.



## Requirements (cont.)

- ◆ An LEA's organization of its schools defines its grade span groupings. For example, if an LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent an LEA has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the LEA should include a school in the grade span in which it is most appropriate.



## Requirements (cont.)

- ◆ An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.



# LEA Discretion in Selecting Participating Areas and Schools

## ◆ An LEA may:

- ♣ Designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families-- i.e., the "35 percent rule."
- ♣ Use Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA.

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## Discretion (cont.)

- ♣ Elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if:
  - The school meets the Title I comparability requirements;
  - The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Sections 1114 or 1115; and





## Discretion (cont.)

- } The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.
- ♣ For one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year.



# Allocating Title I Funds to Participating Areas and Schools

- ◆ An LEA must allocate Part A funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.



## Allocating (cont.)

- ◆ If an LEA serves any areas or schools below 35 percent poverty, the LEA must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125 percent of the LEA's allocation per low-income child.



## Allocating (cont.)

- ◆ An LEA's allocation per low-income child is the total LEA allocation under Title I, Part A, subpart 2 divided by the number of low-income children in the LEA as determined using the poverty measure selected by the LEA to identify eligible school attendance areas. The LEA then multiplies this per-child amount by 125 percent.
- ◆ An LEA calculates 125 percent of its allocation per low-income child before the LEA reserves any funds.



## Allocating (cont.)

- ◆ An LEA must allocate at least this amount for each low-income child in every school the LEA serves, not just for those schools below 35 percent poverty.
- ◆ If remaining funds are not sufficient to fully fund the next ranked eligible school attendance area or school, the LEA may serve the area or school if it determines the funds are sufficient to enable children to make adequate progress toward meeting the state's challenging performance standards.



## Allocating (cont.)

- ◆ An LEA serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the LEA's allocation per low-income child.





## Allocating (cont.)

- ◆ However, in determining what per-child amount to allocate, the LEA should bear in mind the purpose of such funding--to enable children who are most at risk of not meeting the state's challenging student academic achievement standards. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.





## Allocating (cont.)

- ◆ An LEA is not required to allocate the same per-child amount to each area or school. However, the LEA must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.



## Allocating (cont.)

- ◆ An LEA that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty.



## Allocating (cont.)

- ◆ Per-child amounts within grade spans may also vary so long as the LEA allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.



# Topic V

## Schoolwide Programs

No Child Left Behind Act of 2001

Section 1114

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# Presentation Overview

- ◆ Program Requirements
- ◆ Benefits of Schoolwide Programs
- ◆ Guiding Principles and Practices of Effective Schoolwide Programs
- ◆ The Six-Step Planning Process
- ◆ Resources



# What is a Schoolwide Program?

- ◆ A Schoolwide program is a comprehensive school reform model.
- ◆ The model is designed to generate high levels of academic achievement in core academic areas for all students, especially those who are not demonstrating proficiency in meeting the state's academic content and achievement standards.



# Program Requirements

- ◆ 40% poverty threshold
- ◆ One-year planning required prior to implementation
- ◆ Identification of students is not required
- ◆ Annual evaluation of program effectiveness
- ◆ 10 implementation components
  - ♣ Comprehensive needs assessment
  - ♣ Schoolwide reform strategies





## Program Requirements (cont.)

- ♣ Instruction by highly qualified teachers
- ♣ High quality and ongoing professional development
- ♣ Strategies to attract highly qualified teachers
- ♣ Strategies to increase parental involvement
- ♣ Plans for assisting preschool children in the transition from early childhood programs to local elementary programs



## Program Requirements (cont.)

- ♣ Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement
- ♣ Effective, timely, and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels
- ♣ Coordination and integration of federal, state, and local services and programs



## Program Requirements (cont.)

- ◆ A schoolwide program that consolidates funds is not required to maintain separate fiscal accounting records for each of those programs.
- ◆ A schoolwide program shall maintain records that demonstrate that the program, as a whole, addresses the intent and purposes of each of the federal programs consolidated to support it.
- ◆ The amount of federal funds used in a schoolwide program must be supplemental to the amount of state and local funds the school would otherwise receive.



## Program Requirements (cont.)

- ◆ Schoolwide programs are not relieved of requirements relating to health, safety, civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; and distribution/receipt of funds to SEAs or LEAs.



## Program Requirements (cont.)

- ◆ Schoolwide programs are subject to the requirements of the following:
  - ♣ Section 1111 – state Plans (standards, assessments, AYP, accountability)
  - ♣ Section 1116 – Academic Assessment and LEA and School Improvement (school identification for improvement, supplemental services, choice, etc.)
  - ♣ Section 1117 – School Support and Recognition (school support teams)
  - ♣ Section 1118 – Parental Involvement (input, involvement, notification)
  - ♣ Section 1119 – Qualifications for Teachers and Paraprofessionals (general requirements)



# Benefits of Schoolwide Programs

- ◆ Flexibility – combining resources, serving all students, redesigning the school and its services.
- ◆ Coordination and Integration – reduction in curricular and instructional fragmentation.
- ◆ Accountability – clear and coordinated; all students are responsible for achieving the same high standards.
- ◆ Unified Goals – schoolwide programs bring parents, the community, and the school together to redesign and improve the school.





# Guiding Principles and Practices of Effective Schoolwide Programs

- ◆ Strong leadership
- ◆ Reform goals that are based on a shared vision by stakeholders
- ◆ Commitment to the investment of time and risk-taking
- ◆ Training of participants prior to implementation of reform
- ◆ Flexible reform strategies that accommodate a variety of approaches





## Guiding Principles and Practices of Effective Schoolwide Programs (cont.)

- ◆ Redesign of organizational infrastructure
- ◆ Investment of resources to support the emerging system
- ◆ Continuous self-assessment
- ◆ Use of a meaningful planning process
- ◆ Accommodation and support of a diverse student population



# Elements of Planning

- ◆ Planning is a systematic process for developing a new or refined vision, setting priorities, and defining a more effective school organization and governing structure.
- ◆ Planning is a mechanism for building a constituency to support school change and should involve school staff, parents, and the community.



# Six-Step Planning Process

## ◆ Step 1. Establishing a planning team

- ♣ The principal, district official, or school leader convenes a small pre-planning group --or-- utilizes an existing team.
- ♣ The pre-planning team develops initial activities the larger team will likely undertake.
- ♣ The planning group must be representative of persons committed to the concept of whole school reform, and be familiar with the role of the schoolwide option in achieving it.



## Six-Step Planning Process (cont.)

### ◆ Establishing a planning team (cont.)

- ♣ The actual number of members on the full schoolwide planning team will vary, but a group of 12 or fewer is recommended.
- ♣ This core planning team is responsible for creating a program that meets local, state and federal requirements and community expectations.
- ♣ The team should be sufficiently diverse to represent the demographics of the school and community.



## Six-Step Planning Process (cont.)

### ◆ Establishing a planning team (cont.)

- ♣ Membership of the planning team should include a group process facilitator; data and assessment specialist; technology specialist; curriculum specialist; external technical assistance providers and other teachers, paraprofessionals, central office representatives, parents, and community members.
- ♣ Goal - Tackle hard issues and outline the year-long planning process. Reach an agreement on a draft plan of action and set timelines.



## Six-Step Planning Process (cont.)

### ◆ Step 2. Conducting a comprehensive needs assessment

- ♣ Clarify the vision for schoolwide reform.
- ♣ Create a school profile to include these focus areas:
  - ┌ student achievement;
  - ┌ curriculum and instruction;
  - ┌ professional development;
  - ┌ family and community involvement; and
  - ┌ school context and organization.





## Six-Step Planning Process (cont.)

### ♣ **Determine data collection methods and plans**

└ what additional data is needed?

### ♣ **Collect data and summarize evidence**

└ develop instruments, know the purpose, assure confidentiality, keep it manageable.

### ♣ **Analyze program needs and set goals**

└ have open-ended discussions about issues, summarizing findings, setting priorities, and identifying solutions and goals.





## Six-Step Planning Process (cont.)

### ◆ Step 3. Clarifying needs and finding scientifically-based strategies

- ♣ Sort out priorities, problems and solutions, for example:

Assessment methods conflict or are a poor match with instructional practices.

- ♣ Select or develop assessment tools that match the curriculum.
- ♣ Develop and implement a student portfolio system.
- ♣ Assign cross-grade level teams to define common rubrics and standards.
- ♣ Improve the consistency of letter grade reporting across grades and teachers.



## Six-Step Planning Process (cont.)

### ◆ Clarifying needs and finding scientifically-based strategies (cont.)

- ♣ Closely scrutinize print media/resources to determine their match with identified school needs.
- ♣ Insist on seeing solid, scientifically-based evidence of an innovative program's success before adopting it.
- ♣ Be a wise consumer - ask publishers and commercial program developers for the names of schools with similar populations where their programs have been implemented.



## Six-Step Planning Process (cont.)

### ◆ Step 4. Setting Schoolwide Program Goals

- ♣ Understand the NCLB schoolwide program requirements (10 components).
- ♣ Connect goals and implementation plans:
  - ┌ Are goals clear and measurable?
  - ┌ How will the goals be achieved for all students?
  - ┌ What are the achievement benchmarks?
  - ┌ What professional development will be implemented to achieve the indicated goals?



## Six-Step Planning Process (cont.)

### ◆ Setting Schoolwide Program Goals (cont.)

- What technical assistance providers will be consulted to offer support?
- What additional resources – human and material – will be needed to meet goals (e.g., teaching specialists, textbooks, tools, technology, software), and what funding is available?
- What are the timelines for implementing activities to meet goals?
- What role(s) will parents and the community play in achieving goals?



## Six-Step Planning Process (cont.)

### ◆ Step 5. Writing the Schoolwide Plan

♣ What's been completed? (School Level Five-Year Plan)

- | Needs assessment conducted.
- | Results have been analyzed with needs prioritized.
- | Strategies have been researched and program goals have been set....

Now.....

Use the core planning team to pull all the parts together in a coherent program statement.



## Six-Step Planning Process (cont.)

### ◆ Writing the Schoolwide Plan (cont.)

- ♣ The schoolwide program plan should reflect relevant initiatives from all other plans that address individual programs within the school, but the single schoolwide plan should bring focus and coherence to all previously separate aspects of the school.





## Six-Step Planning Process (cont.)

### ◆ Writing the Schoolwide Plan (cont.)

♣ Use the 10 components as a framework, and describe how each of these sub-elements support implementation:

- | The combination of Federal program funds (*how used to ensure instruction by highly qualified teachers*);
- | Ensuring a solid scientifically based approach for solutions (*to identify reform strategies and provide high quality professional development*);





## Six-Step Planning Process (cont.)

### ◆ Writing the Schoolwide Plan, (cont.)

- | The use of data-based evaluation, accountability, and continuous improvement (*to conduct a comprehensive needs assessment*); and
- | Ongoing program development and coordination (*to assist in the transition of preschool children to elementary programs*).



## Six-Step Planning Process (cont.)

### ◆ Step 6. Finalizing the Schoolwide Plan

- ♣ Submit the final draft to as many stakeholders as possible (internal and external to the school).
- ♣ Offer opportunities for discussion and solicit feedback.
- ♣ Strive for collaboration and commitment.
- ♣ Implement the plan.
- ♣ Review and revise the plan as needed.



# Sample Schoolwide Plan

## Goal

To increase the number of students in the proficient range on the state assessment.

## Stakeholders

students  
teachers  
principal  
parents  
community

## Implementation of Components

- Describe how the school will increase the number of qualified teachers and the strategies used to attract them.
- What substantial changes will be made to increase parental involvement?
- Describe the academic intervention process used to help students maintain performance.



## Bottom Line....

- ◆ Develop a plan, that is subject to continuous review and revision.....
- ◆ Using the components as a framework to....
- ◆ Create an environment where...
- ◆ Students most at risk of not meeting the state's standards can be successful.



## Resources

- ◆ U.S. Department of Education:  
<http://www.ed.gov>
- ◆ ED Pubs:  
<http://www.ed.gov/about/ordering.jsp>  
1-877-4ED-PUBS



## Resources

- ◆ An Idea Book on Planning: Implementing Schoolwide Programs - Volume I, --and -- Profiles of Successful Programs: Implementing Schoolwide Programs - Volume II

**[http://www.ed.gov/pubs/Idea\\_Planning/](http://www.ed.gov/pubs/Idea_Planning/)**



# Topic VI

## Targeted Assistance (TA)

### Schools

No Child Left Behind Act of 2001

Section 1115





# Presentation Overview

- ◆ Program Requirements
- ◆ Eligible Children in Targeted Assistance Programs
- ◆ Components of Targeted Assistance Program
- ◆ The Six-Step Planning Process
- ◆ Resources



# Requirements

- ◆ Ineligible or choose not to operate a schoolwide program;
- ◆ Serve eligible children identified as having the greatest need for special assistance;
- ◆ Children identified as failing or most at risk of failing to meet state academic standards;
- ◆ Based on multiple, educationally related, objective criteria establish by LEA



## Eligible Children

- ◆ Economically disadvantaged children;
- ◆ Children with disabilities;
- ◆ Migrant children;
- ◆ Limited English proficient children;
- ◆ Children from Head Start, Even Start, Early Reading First programs;
- ◆ Neglected or Delinquent children; and
- ◆ Homeless Children.



# Components of TA program

- ◆ Use funds to help eligible children meet same academic standards expected for all children;
- ◆ Ensure that planning for eligible children is incorporated into existing school planning;
- ◆ Use effective methods and instructional strategies based on scientifically based research:
  - ♣ Give primary consideration to extended learning time
  - ♣ Provide an accelerated, high quality curriculum, including applied learning



## Components of TA program (cont.)

- ♣ Minimize removing children from the regular classroom during regular school hours.
- ◆ Coordinate with and support the regular education program, which may include services to assist preschool children in the transition to elementary school.



## Components of TA program (cont.)

- ◆ Provide instruction by highly qualified teachers.
- ◆ Provide opportunities for professional development with Title I funds, and to the extent practicable, from other sources, for teachers, principals, paraprofessionals, and other staff who work with participating children in TA programs or in the regular classroom.



## Components of TA program (cont.)

- ◆ Provide strategies to increase parental involvement.
- ◆ Coordinate and integrate federal, state, and local services and programs.





# Six-Step Planning Process

(similar to process for Schoolwide program)

- ◆ Step 1-Establish Planning Team
- ◆ Step 2-Conduct needs assessment
- ◆ Step 3-Clarify needs and find S-B strategies
- ◆ Step 4-Setting TA program goals
- ◆ Step 5-Writing the TA plan/5 Yr CEP
- ◆ Step 6- Feedback and Finalize Plan in cooperation with stakeholders



# Resources

- ◆ What Works Clearinghouse, Institute of Education Sciences

♣ [www.w-w-c.org](http://www.w-w-c.org)

- ◆ National Clearinghouse on Comprehensive School Reform

♣ [www.goodschools.gwu.edu](http://www.goodschools.gwu.edu)



# Topic VII

## District and School Improvement

No Child Left Behind Act of 2001

Section 1116

Linda McCulloch, Superintendent  
Office of Public Instruction

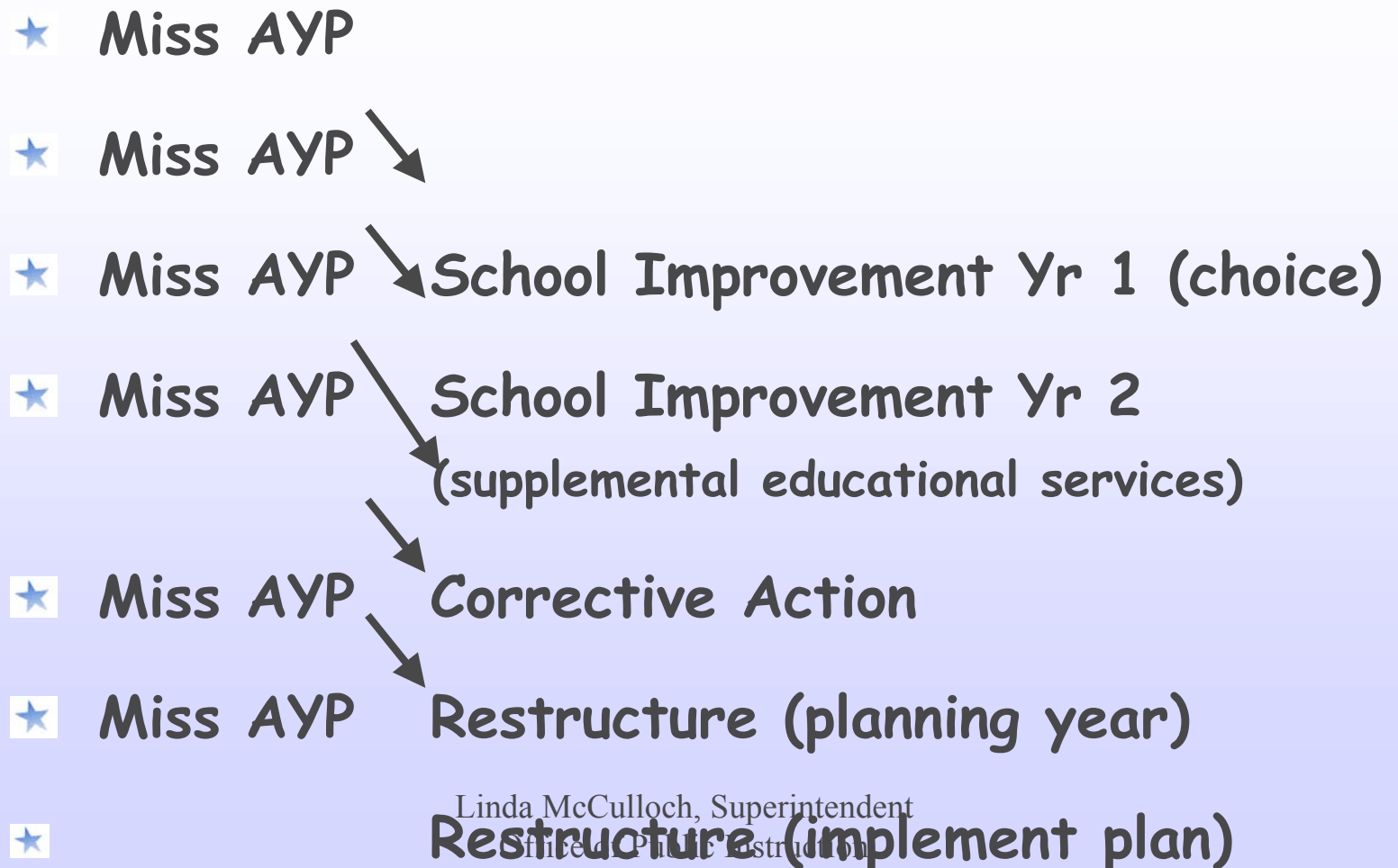


# Local Annual Review

- ◆ **Each Title I LEA must—**
  - ♣ **Review annually the progress of each Title I school to determine whether the school is making AYP, using—**
    - State assessment system; and
    - Any local assessments or other academic indicators, except that these indicators cannot reduce the number or change the schools that would otherwise be subject to school improvement.
  - ♣ **Publish and disseminate results to parents, teachers, schools and the community.**
  - ♣ **Review the effectiveness of activities to provide parent involvement, professional development, and other Title I activities.**



# School Improvement Timeline



Linda McCulloch, Superintendent

Office of Public Instruction



# School Improvement: Year 1 (ImYr1)

- ◆ Parents must be notified of identification to include information specified in law.
- ◆ Within 3 months, an identified school must develop a school plan, in consultation with parents, school staff, district, and outside experts.
- ◆ 10% of school level allocation must be spent on professional development.
- ◆ A teacher mentoring program must be started.
- ◆ Offer public school choice within the district.



## School Improvement: Year 2 (ImYr2)

◆ If a school fails to make AYP by the end of the first full year after identification, the district must—

- ♣ continue to provide technical assistance, 10% on professional development, and mentoring
- ♣ continue to make public school choice available
- ♣ make supplemental educational services available.





## Corrective Action (CYr1)

- ◆ **If a school fails to make AYP by the end of the second full school year after identification, the district must—**
  - ♣ continue to make public school choice available
  - ♣ continue to make supplemental services available
  - ♣ continue technical assistance, 10% on professional development, and mentoring
  - ♣ identify the school for corrective action and take at least one of the following actions:



# Possible corrective actions

- ‖ Replace school staff relevant to the failure
- ‖ Institute and implement a new curriculum
- ‖ Significantly decrease management authority in the school
- ‖ Appoint outside experts to advise the school
- ‖ Extend school year or school day
- ‖ Restructure internal organization of the school.



## Restructuring (RYr1)

- ◆ If a school fails to make AYP after one full year of corrective action, the district must—
  - ♣ continue to make public school choice available
  - ♣ continue to make supplemental services available
  - ♣ prepare a plan to restructure the school (RYr1)



## Restructuring (RYr2)

- ◆ By the beginning of the next school year (RYr2), the district must implement one of the following alternative governance arrangements, consistent with state law:
  - ♣ Reopen school as a public charter school
  - ♣ Replace all or most of school staff, including the principal



## Restructuring (cont.)

- ♣ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school
- ♣ State takeover
- ♣ Any other major restructuring of the school's governance arrangement



# Topic VIII

## School Support and Recognition

No Child Left Behind Act of 2001

Section 1117

Linda McCulloch, Superintendent  
Office of Public Instruction



# SEA Responsibilities

- ◆ Make technical assistance available, such as school support teams, to schools identified for school improvement, corrective action, and restructuring
- ◆ Take corrective action as the SEA determines appropriate if a district fails to carry out its responsibilities





## SEA Responsibilities (cont.)

- ◆ Ensure assessment results are provided to a district before the beginning of the next school year and before identification of schools may take place
- ◆ Notify the Secretary of major factors that significantly affected student achievement in districts
- ◆ Identify districts for improvement and corrective action



## And there are rewards...

- ◆ Academic Achievement Awards Program
  - ♣ For schools that significantly closed the achievement gap between sub groups of students; or
  - ♣ Exceed their adequate yearly progress, for 2 or more years



# Topic IX

## Parental Involvement

No Child Left Behind Act of 2001

Section 1118

Linda McCulloch, Superintendent  
Office of Public Instruction



# Parental Involvement

“Parent involvement can be defined as the support and participation of parents at home, in the community, and at the school site that directly and positively affect the educational performance of children.”



Source: California Strategic Plan for Parental Involvement in Education

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Office of Public Instruction



## District Policy

- ◆ A district may receive Title I funds only if such agency implements programs, activities, and procedures that involve parents in meaningful consultation for planning and implementation.



## Written Policy for Districts

- ◆ Districts shall develop a written policy jointly with, agreed on with, and distributed to parents of participating children.
- ◆ Districts shall incorporate the written policy into the Title I plan and describe:
  - ♣ parent involvement in joint plan development
  - ♣ district coordination, technical assistance and support to schools in planning and implementing effective parent involvement activities



## Written Policies for Districts (cont.)

- ♣ district building capacity for strong parent involvement (see handout “Building Capacity for Strong Parent Involvement”)
- ♣ coordination and integration of parent involvement strategies with other state and federal programs
- ♣ involvement of parents annually in evaluating the content and effectiveness of the parent involvement policy
- ♣ parent involvement in school activities





# Parent Input

## ◆ 1% ALLOCATION

- ♣ The district shall set aside one percent of agency allocation for parent involvement if allocation is above \$500,000.

## ◆ PARENT INPUT

- ♣ Parents shall be involved in the decisions regarding expenditure for parent involvement activities.



# SCHOOL POLICY

- ◆ Each school served shall develop a policy similar to the district policy to be made available to the local community and to be updated periodically.
  - ♣ Schools may amend current policy to reflect these requirements
  - ♣ Any comment from parents not satisfied with this policy must be submitted with the Title I Plan



- ◆ Each School shall: (Section 1118, c)
  - ♣ Convene an annual meeting of parents
  - ♣ Provide flexible meeting schedules
  - ♣ Involve parents in all issues regarding Section 1118
  - ♣ Provide parents with:
    - | Timely information
    - | Information about curriculum, assessment, and proficiency levels
    - | Regular parent meetings
  - ♣ Include parent comments in the plan



## School-Parent Compact (NCLB Section 1118, d)

- ◆ Each School shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high academic standards.



## School-Parent Compact (Cont.)

- ◆ The compact shall (NCLB Section 1118, d):
  - ♣ Describe school's responsibility
  - ♣ Describe parents' responsibility
  - ♣ Address importance of communication between teachers and parents through:
    - At least an annual Parent-Teacher Conference in elementary schools that includes discussion about how the compact relates to individual achievement
    - Frequent reports to parents on their children's progress
    - Reasonable access to staff, opportunities to volunteer, and observe classroom activities



# Building Capacity for Parent Involvement

- ◆ To ensure effective involvement of parents and to support a partnership among the school, parents, and community, the school and district:
  - ♣ Shall provide assistance to parents in understanding the state academic content standards, state and local academic assessments, state student academic achievement standards, and how to monitor a child's progress and work with educators to improve achievement





## Building Capacity for Parent Involvement (cont.)

- ♣ Shall provide materials and training to help parents work with their children to improvement achievement:
  - | Literacy Training
  - | Using Technology
- ♣ Shall educate all staff with the assistance of parents, in the value of parent involvement and:
  - | How to reach out to parents
  - | How to communicate with parents
  - | Work with parents as equal partners





# Building Capacity for Parent Involvement (cont.)

- | Implement and coordinate parent programs
- | Build ties between parents and school
- ♣ Shall, to the extent feasible, coordinate and integrate parent involvement programs and activities with other state, federal, and local programs
- ♣ Shall ensure that information provided to parents is in an understandable format



# Building Capacity for Parent Involvement (cont.)

- ♣ May involve parents in developing staff training
- ♣ May provide literacy training from these funds
- ♣ May pay reasonable and necessary expenses of parents
- ♣ May train parents to enhance the involvement of other parents
- ♣ May arrange school meetings at a variety of times to maximize parental involvement



# Building Capacity for Parent Involvement (cont.)

- ♣ May adopt and implement model approaches to parent involvement
- ♣ May establish a district wide parent advisory council
- ♣ May involve community-based organizations in parent activities
- ♣ Shall provide such reasonable support requested by parents



# Topic X

## Qualifications for Teachers and Paraprofessionals

No Child Left Behind Act of 2001

Section 1119

Linda McCulloch, Superintendent  
Office of Public Instruction



# Teacher Qualifications

- ◆ Each LEA receiving assistance under Title I Part A shall ensure that all teachers hired after January 8, 2002 and teaching in a program supported with Title I Part A funds are highly qualified.
- ◆ Each SEA shall develop a plan to ensure that all teachers teaching in core academic subjects within the state are highly qualified not later than the end of the 2005-06 SY.



## Teacher Qualifications (cont.)

- ◆ As part of the plan described in Section 1112, each LEA shall develop a plan to ensure that all teachers within the school district are highly qualified not later than the end of the 2005-06 school year.



# Paraprofessional Qualifications

- ◆ Each LEA receiving Title I Part A funds shall ensure that all instructional paraprofessionals hired after January 8, 2002 and working in a program supported with Title I Part A funds shall have met one of the following criteria:





# Paraprofessional Qualifications (cont.)

- ◆ New instructional paraprofessionals
  - ♣ Completed at least 2 years of study at an institution of higher education, or
  - ♣ Obtained an associate's or higher degree; or



# Paraprofessional Qualifications (cont.)

## ◆ New Instructional Paraprofessionals (cont.)

- ♣ Meet a rigorous standard of quality and can demonstrate, through a formal state or local assessment:
  - Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics
  - Or reading readiness, writing readiness, and mathematics readiness, as appropriate.



# Paraprofessional Qualifications (cont.)

- ◆ New Instructional Paraprofessionals (cont.)
  - ♣ A secondary school diploma or its equivalent shall be necessary but not sufficient to satisfy the requirements for paraprofessionals.



# Paraprofessional Qualifications (cont.)

- ◆ Existing Instructional Paraprofessionals
  - Each LEA receiving assistance under Title I Part A shall ensure that all instructional paraprofessionals hired by the LEA before January 8, 2002 and working in a program support with Title I Part A funds shall satisfy the requirements described above no later than January 8, 2006.



# Paraprofessional Qualifications (cont.)

## ◆ Duties of Paraprofessionals:

- ♣ May provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- ♣ Assist with classroom management, such as organizing instructional and other materials;



# Paraprofessional Qualifications (cont.)

## ◆ Duties of Paraprofessionals (cont.)

- ♣ Provide assistance in a computer laboratory;
- ♣ Conduct parental involvement activities;
- ♣ Provide support in a library or media center;
- ♣ Act as a translator;
- ♣ Provide instructional services to students:
  - └ Under the direct supervision of a teacher;



# Paraprofessional Qualifications (cont.)

## ◆ Duties of Paraprofessionals (cont.)

- | And may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I Part A funds.
  
- ◆ The LEA may use Title I Part A funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying this part.





# Paraprofessional Qualifications (cont.)

## ◆ State or Local Assessments

- ♣ OPI does not require the use of a specific test for the assessment of an instructional paraprofessional's knowledge and skills,
- ♣ but leaves the decision to the local district to select from available and appropriate tests.



# Paraprofessional Qualifications (cont.)

## ◆ Some Assessment Options

- Para Pro Assessment
  - [www.ets.org](http://www.ets.org)
- Work Keys Proficiency Certificate
  - [www.act.org](http://www.act.org)
- Paraprofessional Achieving Standards Successfully (PASS)
  - [www.mea-mft.org](http://www.mea-mft.org)



♣Others posted as available on websites

- ] [www.opi.state.mt.us/TitleI/](http://www.opi.state.mt.us/TitleI/)  
 ] [www.opi.state.mt.us/cspd/](http://www.opi.state.mt.us/cspd/)



# Paraprofessional Qualifications (cont.)

## ◆ Verification of Compliance

- ♣ Each LEA shall require the principal of each school operating a Title I program to attest annually in writing as to whether such school is in compliance with this section.
- ♣ Copies of attestations shall be maintained at each school and shall be available to any member of the general public.



# Paraprofessional Qualifications (cont.)

## ◆ Minimum Expenditures

- ♣ Each LEA shall use not less than five percent of the Title I Part A funds during fiscal year 2004 and each subsequent year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified by the end of the 2005-06 school year.



# Topic XI

## Coordination Requirements

No Child Left Behind Act of 2001

Section 1120B

Linda McCulloch, Superintendent  
Office of Public Instruction



## Coordination

- ◆ Districts receiving Title I, Part A funds shall carry out the following activities with Head Start agencies and, if feasible, other entities conducting early childhood development programs (such as Early Reading First):





# Coordination Activities

- ♣ Developing and implementing a systematic procedure for receiving records (transferred with parental consent) from Head Start or other agencies
- ♣ Establishing channels of communication between school staff and their counterparts at Head Start or other agencies



## Coordination Activities (cont.)

- ♣ Conducting meetings involving parents, kindergarten or elementary teachers and Head Start (or other agency) teachers
- ♣ Organizing and participating in joint transition-related training of school staff, Head Start staff (or other agency staff)
- ♣ Linking the educational services provided by the district with the services provided by Head Start (or other agencies)



# Topic XII

## Fiscal Requirements

No Child Left Behind Act of 2001

Section 1120A

Linda McCulloch, Superintendent  
Office of Public Instruction



# Fiscal Requirements

- ◆ Maintenance of Effort
- ◆ Supplement not Supplant
- ◆ Common Assurances
- ◆ Transferability
- ◆ Comparability of Services
- ◆ REAP



## Fiscal Requirements (cont.)

### ◆ Maintenance of Effort (MOE):

- ♣ An LEA may receive funds under Title I, Part A for any fiscal year ONLY IF the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA with respect to the provision of free public education for the preceding year was not less than 90 percent than that of the second preceding year.



## Fiscal Requirements (cont.)

### ◆ MOE (cont.):

- ♣ The SEA shall reduce the amount of the LEA's allocation in any fiscal year in the exact proportion by which the LEA fails to meet the 90 percent requirement.
- ♣ No lesser amount shall be used for computing the effort for subsequent years.



## Fiscal Requirements (cont.)

### ◆ Supplement not Supplant

- ♣ An SEA or LEA shall use federal funds under Title I, Part A only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in the program, and not to supplant such non-federal funds.





## Fiscal Requirements (cont.)

### ◆ Transferability:

♣ In general, an LEA may transfer up to 50 percent of each fiscal year's funds that it receives *by formula* under the following provisions:

- ‖ Section 2121 (Title II-A, Improving Teacher Quality State Grants)
- ‖ Section 2412(a)(2)(A) (Title II-D, Educational Technology State Grants)
- ‖ Section 4112(b)(1) (Title IV-A, Safe and Drug-Free Schools and Communities)
- ‖ Section 5112(a) (Title V-A, State Grants for Innovative Programs)



# Fiscal Requirements (cont.)

## ◆ Transferability (cont.)

- ♣ An LEA that has been identified for improvement under section 1116(c)(3) may only transfer up to 30 percent of each fiscal year's funds that it receives *by formula* under the provisions listed above.
- ♣ An LEA that has been identified for corrective action under 1116(c)(10) may not transfer any funds.
- ♣ An LEA may ***not*** transfer funds from Title I Part A to its allocations under other programs.



# Comparability

- ◆ An LEA may receive Title I, Part A funds only if state and local funds will be used in schools served under Title, Part A to provide services that , taken as a whole, are at least comparable to services in schools not served under Title I, Part A.
- ◆ Does not apply to an LEA with only one school per grade span.



## Comparability (cont.)

- ◆ If the LEA is serving all its schools under Title I, Part A, the LEA may receive Title I, Part A funds only if the LEA will use state and local funds to provide services that, taken as a whole, are substantially comparable in each school.
- ◆ The LEA may meet the requirements on a grade span by grade span OR school by school basis.



# REAP-FLEX

## ◆ What is REAP-Flex?

- ♣ “REAP-Flex” is the term that the U.S. Department of Education has given to the “alternative uses of funds” authority under the **Small, Rural School Achievement** program. This authority provides flexibility to eligible rural LEAs to use specific Federal formula funds (i.e., each LEA’s “applicable funding”) to support local activities under an array of Federal programs in order to assist them in addressing local academic needs more effectively.



## REAP-FLEX (cont.)

- ♣ REAP-Flex does not involve a transfer of funds from one program to another. Rather, REAP-Flex gives an LEA broader authority in spending “applicable funding” for alternative uses under selected federal programs. On the other hand, when an LEA transfers funds from one program to another under the transferability authority in section 6123, the transferred funds increase the allocation of the receiving program and are subject to all of the rules and requirements of the receiving program.





## REAP-FLEX (cont.)

- ♣ Specifically, “applicable funding” includes all funds allocated by formula to an eligible LEA under the following programs:
  - Title II Part A (Improving Teacher Quality State Grants);
  - Title II Part D (Educational Technology State Grants);
  - Title IV Part A (Safe and Drug-Free Schools and Communities); and
  - Title V Part A (State Grants for Innovative Programs)





## REAP-FLEX (cont.)

- ♣ An LEA with REAP-Flex authority may use all or part of its “applicable funding” for local activities authorized under one or more of the following ESEA program:
  - Title II Part A (Improving Teacher Quality State Grants);
  - Title I Part A (Improving the Academic Achievement of the Disadvantaged);
  - Title II Part D (Educational Technology State Grants);



## REAP-FLEX (cont.)

- Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- Title IV Part A (Safe and Drug-Free Schools and Communities);
- Title IV Part B (21<sup>st</sup> Century Community Learning Centers); and
- Title V Part A (State Grants for Innovative Programs).



# Topic XIII

## Private School Students

No Child Left Behind Act of 2001

Section 1120

Linda McCulloch, Superintendent  
Office of Public Instruction



# Private School Students

- ◆ Based on the number of eligible children enrolled in private elementary and secondary school, a district shall after timely and meaningful consultation with private school officials, provide equitable education services and benefits under Title I, Part A.



## Private School Students (cont.)

- ◆ Services and benefits must address the needs of the private school students and shall ensure equitable participation of teachers and parents as related to Section 1118 (Parent Involvement) and Section 1119 (Highly Qualified Teachers and Paraprofessionals) of the No Child Left Behind Act.



## Private School Students (cont.)

- ◆ Services and benefits shall be:
  - ♣ Secular, neutral, and non-ideological in regard to materials and equipment;
  - ♣ Equitable in comparison to services and benefits for public school children;
  - ♣ Provided in a timely manner;
  - ♣ Equal to the proportion of funds allocated to the participating public school expenditures; and
  - ♣ Provided directly or through contracted services by the district.



## Private School Students (cont.)

- ◆ Consultation – NCLB Section 1120, b
  - ♣ A district shall consult with private school officials during design and development of that school's Title I program on issues such as:
    - How to identify students' needs
    - What services to be offered
    - How, where, and by whom services will be provided
    - How services will be academically assessed
    - How the results will be used to improve services





- The size and scope of services to be provided
- The proportion of funds to be allocated for the private school services
- The method of collection and sources of data used to determine eligible students
- How and when the district will make decisions on delivery of services
- How the district will address any disagreement with the private school on the delivery of services



## Private School Students (cont.)

### ◆ Consultation (cont.)

- ♣ Consultation shall take place through meetings with the private school before any decisions are made by the district. Such meetings shall continue throughout implementation and assessment.
- ♣ The district will document all meetings and discussions with signatures from both parties affirming that the requirements of this section have been met.



## Private School Students (cont.)

- ◆ Compliance – NCLB Section 1120, b, 5
  - ♣ The private school has a right to complain to the state education agency.
  - ♣ The private school official shall provide a basis for the complaint of noncompliance by the district.



## Private School Students (cont.)

### ◆ Allocation

- ♣ The district shall have final authority to calculate the number of private school children, ages 5-17, who are from low-income families.
- ♣ Any dispute regarding low-income data shall be subject to the complaint process authorized in Section 9505 of NCLB.



## Private School Students (cont.)

### ◆ Public Control of Funds – NCLB Section 1120, d

- ♣ The control and administration of funds, materials, equipment, and property shall be in a public agency.
- ♣ Provision of services shall be provided by employees of a public agency or through a contract with an individual, association, agency, or organization, independent of the private school.



## Private School Students (cont.)

- ◆ Bypass Procedure – NCLB Section 1120, e
  - ♣ The U.S. Secretary of Education shall waive the requirement of NCLB Section 1120 for the district if state law prohibits such service or if the district has failed to provide for school participation.





# OPI Web Based Resources

- ◆ **[www.opi.state.mt.us/TitleI/](http://www.opi.state.mt.us/TitleI/)**
  - ♣ Montana Title I program reference documents
- ◆ **[www.opi.state.mt.us/FederalPrograms/](http://www.opi.state.mt.us/FederalPrograms/)**
  - ♣ Federal Consolidated Application Programs
- ◆ **[www.opi.state.mt.us/Assessment/](http://www.opi.state.mt.us/Assessment/)**
  - ♣ Norm referenced and criterion referenced assessment dates and materials





## OPI Web Based Resources (cont.)

- ◆ **[www.opi.state.mt.us/ReportCard/](http://www.opi.state.mt.us/ReportCard/)**
  - ♣ Montana NCLB Report Card for state, districts, and schools
- ◆ **[www.opi.state.mt.us/CSPD/](http://www.opi.state.mt.us/CSPD/)**
  - ♣ Training for paraprofessionals
- ◆ **[www.opi.state.mt.us/5YearPlan/](http://www.opi.state.mt.us/5YearPlan/)**
  - ♣ BPE Requirements for Five-Year Comprehensive Education Plan and Guides



# US Department of Education Web Resources

- ◆ **[www.ed.gov/](http://www.ed.gov/)**
  - ♣ Main page for Department
- ◆ **[www.ed.gov/nclb](http://www.ed.gov/nclb)**
  - ♣ Main page for No Child Left Behind Act
- ◆ **[www.ed.gov/policy](http://www.ed.gov/policy)**
  - ♣ NCLB Legislation, Regulations, and Guidance